DATABANK

The Cost of Running Schools: Estimated 1980-81 Expenditures

In 1980-81, the estimated total expenditures for public elementary and secondary schools rose 9.6 percent over the previous year, from a total of $90.4 billion to $99.1 billion, according to a new report by the National Center for Education Statistics.

The estimated expenditure per pupil based on average daily attendance was $2,350 in 1980-81, an increase of 12.2 percent.

The report, Estimates of Local Public School System Finances, 1980-81, *also includes detailed information on revenue sources, capital-outlay expenditures, and debt service, state by state. The report is based on the agency's 27th annual survey of state education agencies. Other reports based on the survey data cover students, staff, and big-city systems.*

In addition, a computer tape containing all the information collected in the survey is available. More information about the survey is available from Lena M. McDowell in the N.C.E.S. Division of Elementary and Secondary Education Statistics. Inquiries concerning the data tape should be sent to the Statistical Information Office, N.C.E.S., 400 Maryland Ave. S.W., Washington, D.C. 20202.

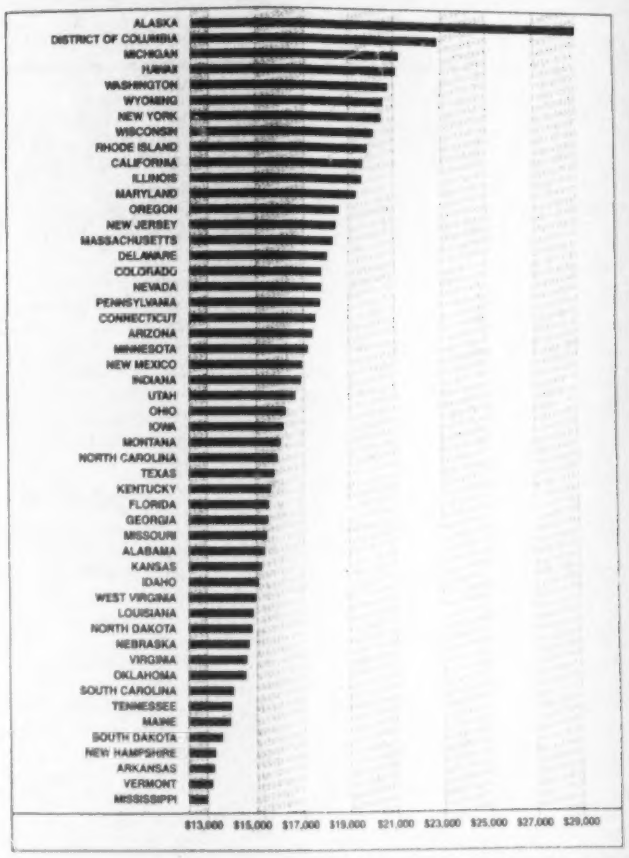
State Rankings of Estimated Receipts, By Source As a Percent of Total Estimated Revenue Receipts For Public Elementary and Secondary Education: 1980-1981[1]

Federal Receipts		State Receipts		Local & "Other" Receipts	
Mississippi	17.1	Hawaii[2]	81.8	District of Columbia[2]	83.7
South Carolina	16.9	Alaska	79.6	New Hampshire	83.7
District of Columbia	16.3	Washington	76.4	Nebraska	70.7
Hawaii	15.8	New Mexico	69.8	Connecticut	66.3
Louisiana	14.9	Kentucky	68.6	Vermont	65.9
Arkansas	14.4	Delaware	66.6	Michigan	64.4
Tennessee	14.0	Alabama	66.1	New Jersey	63.1
Alabama	13.9	California	65.5	Rhode Island	60.2
New Mexico	13.6	North Carolina	64.0	Massachusetts	60.1
Georgia	12.8	Idaho	60.2	Maryland	59.5
North Carolina	12.6	Mississippi	59.4	South Dakota	59.5
South Dakota	12.6	West Virginia	57.9	Oregon	58.3
Kentucky	12.4	Minnesota	56.6	Wisconsin	56.8
Delaware	11.9	Florida	55.6	Iowa	54.5
Oklahoma	11.8	Indiana	55.2	New York	54.5
West Virginia	11.3	Louisiana	55.2	Illinois	54.3
Texas	11.1	Georgia	54.9	Colorado	52.3
Florida	10.5	Utah	53.9	Nevada	51.3
Virginia	9.8	Oklahoma	52.7	Ohio	51.2
California	9.6	Arizona	52.5	Virginia	50.4
Missouri	9.4	Arkansas	51.4	Kansas	50.1
Montana	9.3	South Carolina	49.7	Pennsylvania	48.2
Illinois	8.9	Maine	48.6	Missouri	46.6
Arizona	8.7	Montana	47.0	Tennessee	43.2
Iowa	8.4	Texas	45.7	Maine	43.1
North Dakota	8.4	North Dakota	45.0	Texas	43.0
Ohio	8.2	Pennsylvania	43.9	Wyoming	41.6
Maine	8.1	Nevada	43.8	Utah	38.4
Pennsylvania	8.0	Kansas	42.8	Indiana	38.0
Utah	7.6	Tennessee	42.8	Minnesota	37.0
Vermont	7.3	Colorado	41.7	North Dakota	36.6
Kansas	7.1	New York	40.7	Arizona	36.0
Wisconsin	7.1	Ohio	40.6	Montana	35.9
New Hampshire	7.0	Virginia	39.8	Arkansas	34.2
Nebraska	6.8	Iowa	39.0	Florida	34.0
Oregon	6.7	Missouri	38.6	Oklahoma	32.9
Indiana	6.6	Illinois	36.9	South Carolina	32.3
Washington	6.5	Wisconsin	35.8	Georgia	32.3
Iowa	6.4	Maryland	35.0	Idaho	31.8
Minnesota	6.3	Massachusetts	34.3	West Virgina	30.8
Rhode Island	6.1	Rhode Island	33.7	Louisiana	29.9
Wyoming	6.1	Wyoming	33.6	California	23.8
Colorado	5.9	New Jersey	33.5	North Carolina	23.5
Massachusetts	5.7	Oregon	33.1	Mississippi	23.4
Connecticut	5.5	Michigan	30.2	Delaware	21.6
Maryland	5.5	Connecticut	28.2	Alabama	20.0
Michigan	5.3	South Dakota	27.0	Kentucky	19.0
Nevada	4.9	Vermont	26.6	Alaska	17.7
New York	4.8	Nebraska	17.9	New Mexico	16.6
New Jersey	3.4	New Hampshire	9.4	Washington	12.6
Alaska	2.7	District of Columbia[2]	0.0	Hawaii	2.4

[1] Revenue receipts from intermediate source are not ranked. Therefore, percents for a given state will not add up to 100.0 percent.

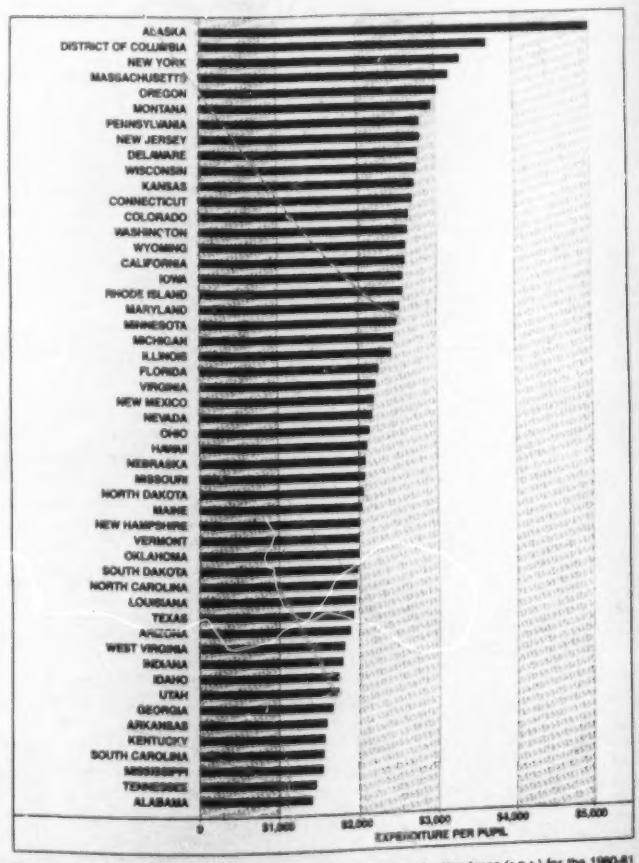
[2] In Hawaii and the District of Columbia all revenue from other than federal sources are included as local revenue (in the case of the District of Columbia) or state revenue (in the case of Hawaii) except that Hawaii received a small amount of revenue from "other" sources.

Ranking of Estimated Salary of Classroom Teachers By State 1980-81



This estimated average annual salary of classroom teachers for the United States in 1980-81 was $17,360 compared with $16,170 in 1979-80, representing an increase of appoximately 7.4 percent. Classroom teachers' average salaries varied greatly among the states, ranging from $13,000 for Mississippi to $29,000 for Alaska and $22,883 for the District of Columbia.

Ranking of Estimated Expenditures Per Pupil By State 1980-81



The estimated national average expenditure per pupil in average daily attendance (A.D.A.) for the 1980-81 school year was $2,350, 12.2 percent higher than the 1979-80 estimate of $2,095. Alaska reported the highest per-pupil cost, $5,010, followed by $3,662 for the District of Columbia. The lowest per-pupil cost, $1,384, was estimated by Alabama, followed by $1,456 for Tennessee.

Estimated Expenditures and Related Data for Public Elementary And Secondary Education, by State or Outlying Area: United States, 1980-81

State or Other Area	Expenditures (in thousands)					Annual Current Expenditure Per Pupil In		Average Annual Salary For Classroom Teachers
	Total Expenditures	Current Expenditures		Capital Outlay	Total Debt Service	Average Daily Membership	Average Daily Attendance	
		Elementary and Secondary Schools[1]	Other Programs[2]					
1	2	3	4	5	6	7	8	9
Total 50 States and D.C.	[3]$99,135,875	$88,607,176	$1,318,902	$6,720,681	[4]$5,835,673	$2,168	$2,350	$17,360
Alabama	1,086,372	987,303	7,293	81,843	20,421	1,331	1,384	15,413
Alaska	476,904	404,336	1,115	57,499	[5]30,528	4,669	5,010	29,000
Arizona	1,103,550	925,491	0	146,314	81,606	1,882	[6]1,914	17,359
Arkansas	768,672	657,560	1,900	90,262	40,941	1,490	1,571	13,270
California	11,242,472	10,493,500	52,600	421,500	656,672	[7]2,424	[6]2,594	19,648
Colorado	1,532,345	1,351,947	30,670	111,783	82,291	2,562	2,656	17,734
Connecticut	1,374,460	1,326,000	500	23,860	75,100	2,481	2,697	17,440
Delaware	270,240	249,863	3,000	8,377	26,900	2,557	2,781	18,025
District of Columbia	318,064	316,543	0	1,521	0	3,202	3,682	22,883
Florida	3,460,021	3,142,920	22,987	237,313	125,371	2,061	2,262	15,563
Georgia	1,946,011	1,625,736	19,200	274,777	61,369	1,554	1,652	15,444
Hawaii	354,633	315,420	2,616	36,197	[5]3,191	1,939	2,121	20,993
Idaho	392,165	337,900	165	46,000	15,100	1,662	1,780	15,146
Illinois	4,652,477	4,236,547	21,186	261,135	340,821	2,258	2,441	19,518
Indiana	2,062,572	1,677,295	18,063	240,459	149,481	1,687	1,793	16,876
Iowa	1,396,925	1,273,333	3,312	100,537	55,665	2,426	2,560	16,150
Kansas	1,079,259	983,023	6,152	71,971	41,520	2,554	2,714	15,250
Kentucky	1,050,372	[6]961,700	6,672	46,000	65,000	[6]1,457	[6]1,569	15,580
Louisiana	1,518,397	1,400,000	4,500	83,000	70,897	1,811	1,972	14,900
Maine	473,493	423,400	13,000	27,093	26,500	1,925	2,055	13,994
Maryland	1,818,494	1,683,002	15,419	92,814	92,203	2,319	2,541	19,286
Massachusetts	3,038,610	2,914,854	9,292	35,828	284,208	2,857	3,174	18,288
Michigan	4,730,954	4,215,286	80,420	281,785	283,463	[7]2,300	2,461	21,057
Minnesota	2,030,251	1,751,638	51,050	176,854	133,650	2,335	2,484	17,182
Mississippi	761,790	689,771	3,000	62,554	27,652	1,464	1,536	13,000
Missouri	1,759,104	1,615,881	25,123	88,800	76,800	[7]1,943	2,079	15,422
Montana	465,500	413,000	8,000	37,500	20,000	2,785	2,948	15,967
Nebraska	583,426	555,000	1,900	14,426	28,800	2,019	2,105	14,675
Nevada	396,220	305,638	1,323	53,511	56,318	2,155	2,179	17,700
New Hampshire	342,108	325,510	1,204	8,517	21,574	2,001	2,033	[8]13,273
New Jersey	3,655,487	3,177,506	332,000	41,433	188,948	2,512	2,791	18,300
New Mexico	704,814	571,588	2,802	123,302	30,483	2,108	2,219	16,948
New York	9,251,000	8,488,000	183,000	350,000	675,000	3,023	3,358	20,400
North Carolina	2,219,000	2,100,000	14,000	105,000	0	1,869	1,992	15,858
North Dakota	249,612	230,441	340	16,068	10,163	1,979	2,062	14,881
Ohio	4,095,800	3,867,400	66,000	93,100	193,576	1,985	2,143	16,200
Oklahoma	1,259,290	[6]1,094,000	16,000	136,190	54,100	[6]1,906	[6]2,007	14,640
Oregon	1,473,037	1,273,274	3,813	167,175	62,418	2,830	3,049	18,500
Pennsylvania	5,492,707	4,863,500	101,306	199,810	407,704	2,564	2,798	17,690
Rhode Island	362,750	349,358	1,082	5,406	20,657	2,452	2,559	19,803
South Carolina	1,028,628	905,653	11,264	88,866	45,470	1,505	1,560	14,108
South Dakota	273,500	[6]239,400	2,900	28,900	6,100	[6]1,884	[6]1,995	13,636
Tennessee	1,337,037	1,176,179	16,054	135,568	33,433	1,372	1,458	14,073
Texas	6,140,941	5,108,606	22,182	821,905	[5]649,374	1,828	1,955	15,715
Utah	781,806	561,645	15,000	182,415	40,746	1,648	1,742	16,612
Vermont	195,402	182,678	64	8,591	18,166	1,904	2,017	13,235
Virginia	2,367,736	2,072,104	38,578	205,779	143,990	2,071	2,223	14,649
Washington	2,519,378	1,866,827	36,493	566,513	95,105	2,488	2,653	20,702
West Virginia	739,829	660,853	15,616	53,130	19,510	[7]1,697	1,816	14,948
Wisconsin	2,167,011	2,001,185	27,645	100,760	122,745	2,594	2,789	[9]20,062
Wyoming	335,249	255,482	1,097	66,740	23,943	2,433	2,596	20,436

1 Includes estimated value of commodities donated by the U.S. Department of Agriculture.
2 Includes estimated expenditures for summer schools, adult education, community service (such as public libraries operated by school districts, expenditures for nonpublic schools where authorized by law, community colleges and technical institutions under the jurisdiction of local boards of education).
3 Does not include total for redemption of principal to other than PHA's.
4 Total includes redemption of principal to other than PHA's.
5 Includes N.C.E.S. estimates for interest payments to other than PHA's and/or redemption of principal to other than PHA's.
6 Actual 1980 data.
7 N.C.E.S. estimate.
8 Revised from 1979 published data.
9 Includes fringe-benefit payment.

SOURCE National Center for Education Statistics

New Data Indicate Lag in State Aid To Public Schools

The states spent a record $96.9 billion for public elementary, secondary, and higher education in the fiscal year 1981, but the growth in school expenditures over the previous year did not keep pace with the increase in state spending in general, according to reports issued last month by the U. S. Census Bureau and the National Center for Education Statistics (N.C.E.S.).

Altogether, the Census Bureau reported in *State Government Finances in 1981*, the states took in $310 billion in revenues in fiscal 1981 and spent more than $291 billion—an increase of 11.1 percent over 1980.

But according to the N.C.E.S. report, *Estimates of Local Public School System Finances 1980-81*, state aid to local public school districts grew by only 5.9 percent, from $44.2 billion in fiscal 1980 to $46.8 billion in fiscal 1981. Local receipts, reflecting the schools' slight shift back to reliance on property taxes and other sources of local revenue, grew by 11.5 percent during the same period.

State contributions accounted for 46.8 percent of all local school revenue, down from 48.1 percent in fiscal 1980. Local sources accounted for 44.1 percent, on average, and federal funds for 8.4 percent. Eighty-six percent of local revenue came from property taxes.

The revenue mix, as in the past, varied substantially from state to state. In general, Southern and Western states made the largest proportional contributions to local schools, while districts in the Northeast and Midwest continued to rely more heavily on local revenue. Federal revenue, as a proportion of total expenditures, ranged from about 17 percent in Mississippi and South Carolina to 2.7 percent in Alaska and 3.4 percent in New Jersey.

Teachers' salaries and per-pupil expenditures also varied widely, with Southeastern states tending to rank low in both categories. The report notes, however, that salaries and expenditures were not adjusted to reflect regional differences in the cost of living. On average, teachers' salaries increased by 7.4 percent; the Consumer Price Index increased by 11.7 percent during the same period. *See accompanying Databank.*

The National Conference of State Legislatures reported late last month that the fiscal position of many states continues to erode as revenues from income and sales taxes fall short of expected levels. Twenty-one states have been forced to cut budgets that took effect only last July, usually by executive order, according to the legislators' group. Five states are still considering how to deal with projected deficits.

This year, the cuts have not been restricted to the Northeastern and Midwestern regions which were hit hardest by the recession, said Steven D. Gold, director of the conference's intergovernmental finance conference. South Carolina, Alabama, and Idaho are among the states that have made across-the-board cuts in the past few months and all three are states in which school districts depend more heavily than average on state aid.

Copies of the Census Bureau report, *State Government Finances in 1981* (Stock No. 003-024-04934-1) are available for $5 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, or from district offices of the Department of Commerce.

Information on the N.C.E.S. survey is available from the Statistical Information Office, N.C.E.S., 1001 Presidential Building, 400 Maryland Ave., S. W., Washington, D. C. 20202. —P.C.

11/15/82
R4800-2

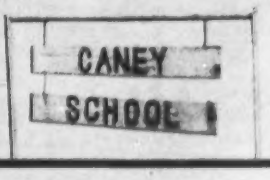
GROWING enrollments in elementary and secondary education are projected by the National Center for Education Statistics for the period from 1985 through the turn of the next century. And that, statisticians say, could mean a new cycle of teacher shortages beginning at the end of this decade.

See Pages 14 and 15.

TEACHING both teachers and students how to master the computer as an educational device is the key to unlocking a revolutionary new era in learning, says the president of the International Council of Computer Educators. Greater efforts are needed at the policy level, New York educators say.

See Page 6.

STRUGGLING to cope with declines in enrollment and and facing cuts in federal assistance, a small school on Troublesome Creek in Hardshell, Ky., is in danger of losing gains hard-won over the last half century.



See Page 11.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 11 · November 17, 1982
© 1982 Editorial Projects in Education

A.F.T., Businesses To Explore Problems in Science Education

By Susan Walton

WASHINGTON—Joining the growing movement to establish partnerships between the business and education communities, the American Federation of Teachers (A.F.T.) last week announced that it was launching a "special dialogue" between leaders in both fields to explore ways to alleviate the shortage of mathematics and science teachers and to improve curricula in these areas.

Fletcher Byrom, chairman of the board of trustees for the Committee for Economic Development (C.E.D.) joined A.F.T. President Albert Shanker in making the announcement. The committee, whose board includes 200 prominent business executives, studies social-policy issues as they relate to business.

Mr. Byrom pledged the support of his organization, but cautioned that business cannot "make up for gaps in financial resources, nor can it be expected to assume full responsibility for upgrading science and technical training."

"You should not perceive business as being an altruistic source of corporate dollars," Mr. Byrom said. Nevertheless, he added, there are many ways that the two groups can work together to meet the needs of both.

Through "in-kind" contributions of equipment and expertise, for example, businesses are already coming to the aid of schools while simultaneously helping to ensure a well-trained workforce for the future, Mr. Byrom suggested.

'Model for Further Exchange'

The A.F.T. launched the effort, Mr. Shanker said, "in the hope of creating a model for further exchange between its affiliates in over 2,000 school districts across the United States and the industries represented in those communities."

The 550,000-member teachers' group announced the new partnership in conjunction with a meeting of its recently appointed task force on the problems in precollegiate science and mathematics education. The task force, made up of 10 of the union's regional vice-presidents, also announced the results of a survey of teacher supply, curriculum requirements, and cooperative ventures with businesses in 10 areas, most of them large cities.

The survey showed that few of the areas surveyed are experiencing acute shortages of science and mathematics teachers. With

Continued on Page 10

BARBARA HADLEY

Albert Shanker, A.F.T. president, and Fletcher Byrom, chairman of the Committee on Economic Development, announce the new partnership.

Moves To Improve School Leadership Prompt Debate on Principals' Tenure

By Thomas Toch

Efforts to improve the schools in several large cities have rekindled debate over the long-controversial concept of lifetime tenure for principals.

Since 1981, Superintendent Robert R. Spillane has demoted or coaxed into early retirement 60 percent of Boston's high-school principals—called headmasters—and 22 of its 127 elementary- and middle-school headmasters.

In his four years as Chancellor of the New York City public schools, Frank J. Macchiarola has removed over half (62) of the system's 109 high-school principals. He also has used forced early retirments and reassignments, as well as dismissals, to make the changes.

"People hide behind the veil of tenure, using it as a way of securing lifetime job security," says Mr. Spillane. "Tenure could be used as an orderly dismissal procedure, but that process is now so cumbersome, complex, costly, and time consuming, that in

Continued on Page 17

Does College Pay? For Women, Yes; For Men, Maybe

By Tom Mirga

WASHINGTON—In recent years, high-school students have consistently listed getting a better job and making more money among their primary reasons for deciding to go to college. And many studies have suggested that a college education does elevate average earnings over a lifetime.

But a soon-to-be-released report by the Education Department's statistics-gathering branch concludes that at least in the first several years following graduation from high school, and at least for males, a college education doesn't mean higher pay.

The report, entitled "Does College Pay? Wage Rates Before and After Leaving School," marks one of the first attempts by researchers to focus on the earnings of people in the first few years following their graduation from high school, according to the National Center for Education Statistics (N.C.E.S.). Earlier empirical work in the area, the report said, has focused on the "mid-life" years, long after the transition from school to work.

The new analysis, which examined the wage and job histories of more than 17,000

Continued on Page 10

Los Angeles Latest to Pass Tougher Policies

More Schools Linking Grades to Extracurricular Activities

By Alex Heard

On Friday, Oct. 8, the French (Tex.) High School Buffaloes faced the Westbrook High Bruins with a healthy varsity football squad but a devastating loss in the ranks of its half-time marching band.

The missing students did not fall to a virus that swept through the woodwinds, but to a new districtwide policy—passed in September—requiring all participants in extracurricular activities in the Beaumont Independent School District to maintain a passing grade (D or better) in all their subjects from week to week.

Beaumont is one of a small number of districts nationwide that have addressed the issue of whether athletes and other students in extracurricular activities should have to fulfill a minimum academic requirement in order to participate.

Last week, the board of the Los Angeles Unified School District—the nation's second largest—unanimously voted to require all students who participate in any extracurricular activities, including athletics, to maintain at least a C average. A single failing grade in any subject required for graduation makes a student ineligible.

Since last year, San Francisco has required athletes to maintain a 2.0 (out of a possible 4.0) average in order to remain eligible to play.

Prior to last week's vote, a student in Los Angeles only had to pass four courses with a grade of D or better in the previous

Continued on Page 16

THE WEEK

A SUMMARY OF NEWS AND EVENTS

In Summary

Paying for Education in Washington
For the second time in five years, school districts and a teachers' union have gone to court to try to force the state to broaden the funding it must by law provide for "basic education." Story on Page 4.

Holdouts
Teachers' strikes continued in a half dozen districts (five of them in Pennsylvania) last week, and observers report that the positions on economic issues were still far apart. Story on Page 4.

Unfinished Business
Claiming that racial isolation has reached crisis proportions—especially in Northeastern urban schools—a group of educators calls for new voluntary strategies to achieve integration. Story on Page 6.

On the Verge of Significant Change
An expert on computers claims that they will be the dominant mode of instruction within 30 years and will replace printed material in the classroom. Story on Page 7.

A Matter of Opinion
A public employee, fired for eliciting her colleagues' opinions on the fairness of office personnel procedures, will have her case heard by the U. S. Supreme Court. Story on Page 8.

An Official Rebuttal
The Justice Department has issued a 55-page report accusing the Washington Lawyers Council of using "half-truths" to distort the Administration's civil-rights record. Story on Page 9.

On the Occasion of American Education Week
Secretary of Education Terrel H. Bell sees the society moving from the "me decade" to the "us decade," and he praises schools and colleges for their efforts to improve education. Story on Page 9.

Trouble on Troublesome Creek
In an area accustomed to poverty, a Kentucky school district struggles to preserve the gains it has made over the years with substantial help from the federal government. Story on Page 11.

Enrollments: An Upturn Ahead
New federal statistical projections foresee an increase in the number of students beginning toward the end of this decade that could lead to another cycle of teacher shortages. Story on Page 14.

Colleges Column	6	Federal File	8
Commentary	16 and 24	Letters	18
Computers Column	7	Marketplace	22
Databank	14	Media Column	17
Deadlines	20	New in Print	19
Events	20	Washington News	8

EDUCATION WEEK (ISSN 0277-4232) is published 42 times per year (weekly except for the first week in January, the last week in June, the month of July, the first two weeks in August, the last week in November, and the last week in December) by Editorial Projects in Education, Incorporated. Editorial and Advertising Sales Offices located at 1333 New Hampshire Avenue, N.W., Suite 560, Washington, D.C. 20036. (202) 466-5190. Subscriptions: U.S. and Canada: $39.94 for 42 issues. Foreign: $85.94 (airmail) and $56.44 (surface mail) for 42 issues. Application to mail at second-class postage rates is pending at Washington, D.C. and at additional mailing offices. POSTMASTER: Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume II, Issue 11.

Main Editorial and Business Offices
Suite 560, 1333 New Hampshire Avenue, N.W.
Washington, D.C. 20036
(202) 466-5190

EDITOR & PUBLISHER
Ronald A. Wolk

EXECUTIVE EDITOR
Martha K. Matuka

NATIONAL EDITOR
Peggy Caldwell

ASSISTANT EDITORS
Susan Walton, Margaret L. Weeks

STAFF REPORTERS
Charlie Euchner, Susan Fuster, Alex Heard
Tom Mirga, Shepard Ranbom, Thomas Toch, Eileen White

EDITORIAL ASSOCIATES
Anne Bridgman, Tricia Furniss

EDITORIAL ASSISTANTS
Wendy McCarron, Ann Rickerich

ART DIRECTOR
Richard A. Fletcher

SYSTEMS MANAGER
Anne Bridgman

CIRCULATION MANAGER
Rhonda J. Sucher

ASSISTANT TO PUBLISHER
Jeff Ranbom

CIRCULATION ASSISTANT
Carol Ebbin

BOOKKEEPER
Lorna Grove

PRODUCTION ASSISTANT
Libby Hatch

ADVERTISING SALES REPRESENTATIVES

East Coast and Midwest
Leslie K. Hubbard
Suite 560
1333 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202/466-5190

West Coast, Oklahoma, and Texas
Joe Shere
1507 Bonnie Doone Terrace
Corona del Mar, California 92625
714/640-5689

Grants to help establish *Education Week* have been made by the following philanthropic foundations: Atlantic Richfield Foundation, Mary Reynolds Babcock Foundation, Carnegie Corporation of New York, Cleveland Foundation, Denver Foundation, Geraldine R. Dodge Foundation, Exxon Education Foundation, Faye McBeath Foundation, Frost Foundation, George Gund Foundation, Hartford Foundation for Public Giving, Kettering Family Fund, Esther A. and Joseph Klingenstein Fund, Lilly Endowment, William Penn Foundation, Permanent Charities Fund of Boston, Rhode Island Foundation, San Francisco Foundation, Shell Companies Foundation.

SUBSCRIPTION RATES IN U.S. AND CANADA

One year (42 issues) . . $39.94. Outside the U. S. and Canada . . $56.44 per year for surface mail and $85.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at $1.71 each (including 71¢ for first class postage). Send order to: Back Issues, Education Week, Suite 560, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036.

National

Elmendorf Named To New Position In Education Dept.

The Education Department's chief college financial-aid official, Edward M. Elmendorf, has been promoted by President Reagan to the position of assistant secretary for postsecondary education.

Mr. Elmendorf, whose appointment must be confirmed by the Senate, has been serving as deputy assistant secretary for student financial assistance since August 1981. Previously, he was president of Johnson State College in Johnson, Vt., from 1974-80.

In the new position, he replaces Thomas P. Melady, who is leaving the department to return to his post as president of Sacred Heart University in Bridgeport, Conn.

U.S. Not To Comply With Judge's Order In Federal Draft Case

The Justice Department has refused to comply with a federal district judge's order to turn over White House and Defense Department documents to defense attorneys representing a 21-year-old draft-registration evader from Pasadena, increasing the likelihood that their case against him will be dismissed.

The federal attorneys also said that Presidential counselor Edwin Meese 3d would not testify in the trial of David A. Wayte, as ordered by U.S. District Judge Terry J. Hatter.

Mr. Wayte's attorneys have argued that their client's case should be dismissed because the federal government unfairly singled him out for prosecution because he is a vocal opponent of the two-year-old draft-registration law. They have also said that the federal documents in question and Mr. Meese's testimony would bear out their contention. If the case against Mr. Wayte is dismissed, attorneys representing young men in similar cases could ask to have charges against them dropped.

Postal Service Seeks Students' Designs For Postage Stamp

Students who want to put their stamp on history have only two more weeks to enter the Student Stamp Design Project sponsored by the U. S. Postal Service.

The project marks the first time that the Postal Service has solicited stamp designs from students. Many other nations already have stamps that were created by schoolchildren, according to Jeanne O' Neill, media-relations officer for the agency.

The response to the contest has been large and enthusiastic, Ms. O' Neill said, and the federal agency expects to get as many as one million entries before the deadline of Nov. 30.

"We're beginning to get a trickle of entries, but we're prepared for an avalanche," Ms. O' Neill said. The entries must be 4½ by 7½ inches in size, and may be drawn in crayon, pen and ink, pencil, oils, or watercolors. On the back, students should write their name and grade, their teacher's name, and the name and address of the school. The entries may be taken to any local postmaster, who will package them and forward them to Washington at no expense.

The entries received so far suggest that the judges will have a hard time deciding on the winner. The subjects range from rainbows to wildlife to history. One child submitted an entry of a tall, crooked building with the caption, "the crazy tower of pizza." Another child drew stick figures of a horse, whose rider was waving his arms above his head. "Two arms, two arms, the British are coming!" the caption read.

Another child wrote that his notion of an ideal stamp would be one that had a snake on it. "Some day I'd like to have a snake but my mom don't feel the way I do," he wrote.

States

Alabama Governor Signs Agreement In Asbestos Case

Alabama Gov. Forrest H. (Fob) James has signed an out-of-court settlement that will allow the Alabama Public School and College Authority to release bond money to the state's 128 school districts to remove asbestos from school buildings.

The agreement was prompted by a suit filed against the authority and Governor James by Charles Graddick, the state's attorney general. Mr. Graddick filed the suit on Oct. 8 after attending a P.T.A. meeting at his child's school and learning that the building had asbestos ceilings. The suit was intended to hasten removal of asbestos from the schools.

The authority has agreed to release the proceeds of a $75 million bond sale first to those school systems that have potentially hazardous asbestos present. The agreement also calls for the schools to use the money allotted them on a per-pupil basis to remove asbestos before any remaining construction dollars will be released to the system.

The settlement calls for all school systems to test their buildings for the presence of asbestos and file a report with the superintendent by Dec. 15. Under the agreement, school districts must remove asbestos from the buildings by the beginning of the 1983-1984 school year.

If the per-pupil allocation is not enough for the system to pay for the removal, school systems will have to pay the remaining costs themselves, Mr. Graddick said.

N.C. State Board Approves Addition Of Writing Tests

North Carolina may become one of the first states to test systematically the writing skills of its students under a proposal unanimously approved Nov. 4 by the state board of education.

After hearing the strong endorsement of Gov. James B. Hunt Jr., the board agreed to introduce writing sections into the state's competency and achievement tests for public school students over the next four years, provided the legislature funds the measure.

"To make the writing process a top priority is as essential to education as the flow of blood is to the human body," James Hemby, who chairs the state's competency test commission, told the board.

No change in state law would be required to add the writing tests.

Several states, incuding South Carolina, Florida, New York and Texas, are investigating writing tests and moving in the same direction as North Carolina, Mr. Hemby said.

And in California, writing competency tests are administered by some local school districts.

"But we are at least among the first states," he said in an interview.

The writing test proposal, recommended by the state's annual testing commission and the competency test commission, would cost $577,500 over the next two years. But despite tight economic times, Mr. Hemby said he hoped the legislature would invest in the new tests.

N.J. To Establish Governor's School For Global Studies

Joining a number of other states with summer schools for talented students, New Jersey will open a Governor's School of Global Studies next summer.

One hundred of the state's top students from public high schools, chosen on the basis of their academic records, will attend an intensive four-week program that will be held on the campus of Monmouth College.

In announcing the creation of the program, Gov. Thomas H. Kean said the $150,000 that it will cost would be met with a combination of state, private, foundation, and college support.

Governor Kean also said he hoped to augment the global-studies program with similar projects in the arts and sciences in the summer of 1984.

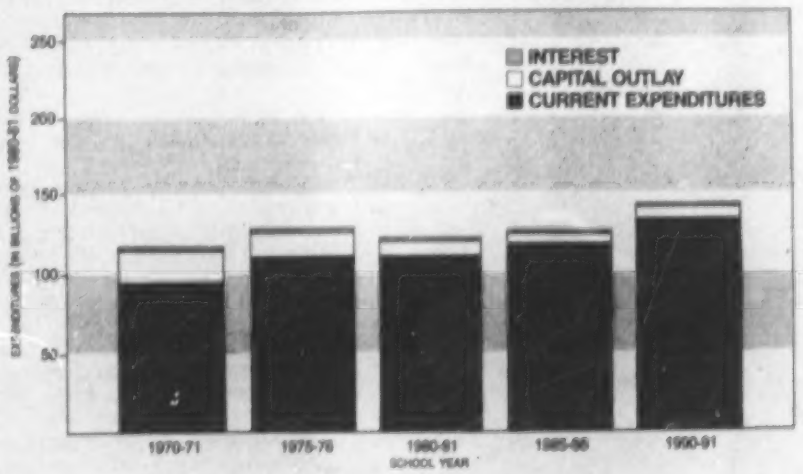
DATABANK

Projections of Enrollment, Teacher Demand to 1990-91

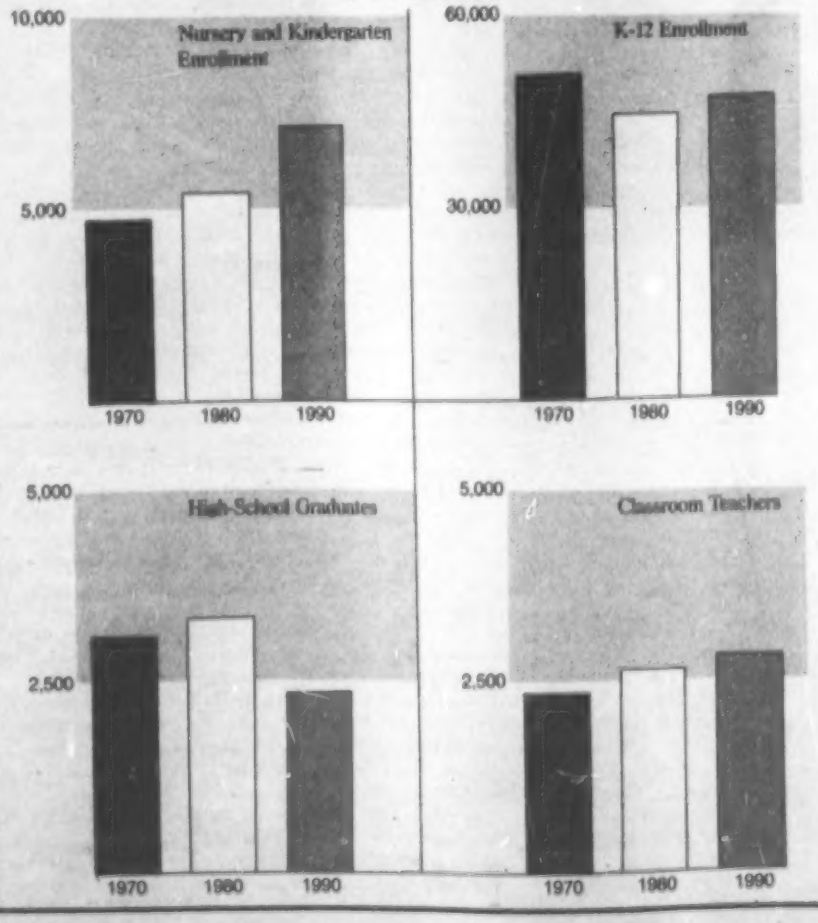
The report from which this information is taken, Projections of Education Statistics to 1990-1991, *predicts trends in enrollments, graduates, teachers, and expenditures in elementary, secondary, and higher education during the 1980's. This is the 16th edition of* Projections.

The report was prepared by the National Center for Education Statistics using information from the U. S. Bureau of the Census. A separate report, describing the report's methodology in fuller detail, is also available.

Expenditures (in 1980-81 Dollars) in Regular Elementary and Secondary Schools, with Intermediate Alternative Projections, by Type: 50 States and D.C., 1970-71 to 1990-91



Selected Education Statistics: 50 States and D.C., 1970, 1980,1990 (In Thousands)



Summary of Trends in Education: 50 States And the District of Columbia, 1970-71 and 1990-91

Characteristic	1970-71	1980-81	Percent Change, 1970-71 to 1980-81	1990-91[1] (Projected)	Percent Change, 1980-81 to 1990-91
	(Thousands)			(Thousands)	
School-age and college-age populations[2]:					
5-13	36,636	30,199	-18	32,998	9
14-17	15,911	15,764	-1	12,771	-19
Average of 17 and 18	3,812	4,163	9	3,321	-20
18-24	24,687	29,463	19	25,149	-15
25-34	25,258	36,172	43	41,286	14
35-44	23,142	25,721	11	36,592	42
Public-school districts	18.0	15.9	-12	—	—
Operating	17.2	15.5	-9	—	—
Nonoperating	.8	.3	-62	—	—
Enrollment:					
Elementary and secondary					
Nursery and kindergarten	4,279	5,162	21	6,877	33
K-grade 12	51,272	[3]46,096	-10	46,567	1
K-8	36,629	[3]31,378	-14	34,244	9
9-12	14,643	[3]14,717	1	12,323	-16
Public	45,909	[3]40,885	-11	41,267	1
K-8	32,577	[3]27,678	-15	30,244	9
9-12	13,332	[3]13,317	0	11,023	-17
Private	5,363	[3]5,100	-5	5,400	6
Higher Education:					
Total	8,581	12,097	41	12,101	0
Public	6,428	9,457	47	9,610	2
Private	2,153	2,640	23	2,485	-6
Four-year	6,366	7,571	19	7,101	-6
Two-year	2,223	4,526	104	5,000	10
Men	5,044	5,874	16	5,770	-2
Women	3,537	6,223	76	6,331	2
Full-time	5,815	7,086	22	6,536	-8
Part-time	2,766	4,990	81	5,565	11
Undergraduate	7,376	10,475	42	10,394	-1
Graduate	1,031	1,343	30	1,437	7
First-professional	173	279	59	330	19
Full-time-equivalent	6,737	8,749	30	8,428	-4
Instructional staff:					
Elementary and secondary					
Classroom teachers	2,288	2,439	7	2,642	8
Elementary	1,281	1,362	6	1,654	21
Secondary	1,007	1,077	7	988	-8
Public	2,065	2,169	5	2,333	8
Elementary	1,128	1,175	4	1,442	23
Secondary	937	994	7	893	-10
Private	233	270	16	309	13
Higher education:					
Instructional staff	573	546	-5	799	-5
Full-time-equivalent	451	524	16	505	-4
High-school graduates[4]	2,844	3,021	3	2,300	-92
Public	2,844	2,721	-3	2,050	-95
Private	300	300	0	300	0
Boys	1,457	1,480	2	1,154	-22
Girls	1,467	1,541	4	1,196	-22
High-school equivalency credentials	—	400	—	860	14
Earned degrees[4]					
Bachelor's	840	932	11	922	-1
Men	476	470	-1	462	-1
Women	364	462	27	470	2
First-professional	39	72	89	74	3
Men	36	64	80	62	-4
Women	3	10	900	22	22
Master's	231	298	29	309	2
Men	139	148	7	151	2
Women	92	150	63	158	1
Doctor's	32	33	3	33	0
Men	26	23	-18	19	-22
Women	5	10	100	15	50

Characteristic	Current Unadjusted Dollars 1970-71	Current Unadjusted Dollars 1980-81	Constant 1980-81 Dollars 1990-91
	(Billions of dollars)		
Total expenditures by regular educational institutions[5]:			
All levels	78.3	186.3	306.4
Public	63.6	151.7	167.4
Private	14.7	36.7	37.9
Elementary and secondary schools	51.4	117.9	138.8
Public	46.0	105.0	122.8
Private	5.4	12.9	16.0
Institutions of higher education	26.9	70.4	68.6
Public	17.6	46.7	44.6
Private	9.3	23.8	21.9
	(Dollars)		
Current expenditure per pupil in average daily attendance in public elementary-secondary schools	911	2,553	3,053

— Not applicable

[1] Intermediate alternative projections are based on assumptions and methodology shown in *Projections of Education Statistics to 1990-91*, Volume II, forthcoming. Users should check the acceptability of these assumptions for their purposes.

[2] Population projections are series II projections from the Bureau of the Census.

[3] Preliminary

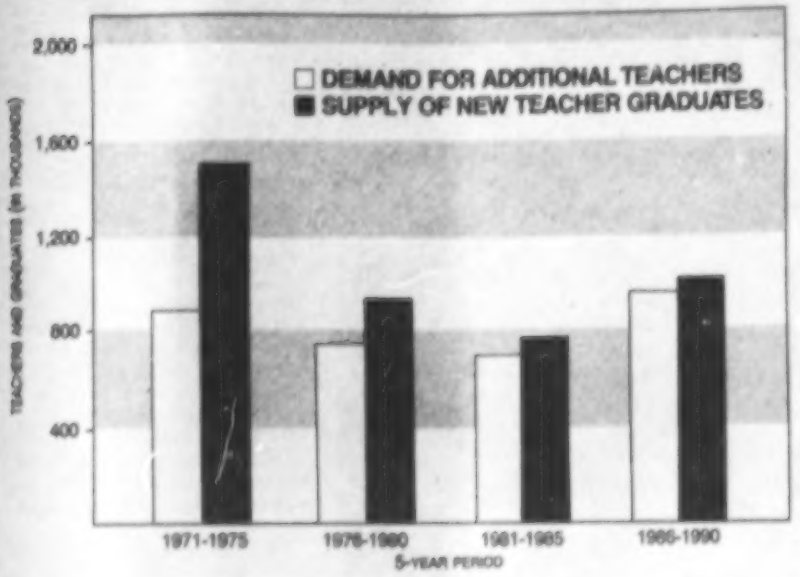
[4] Projected in 1980-81.

[5] Includes current expenditures, interest, and capital outlay.

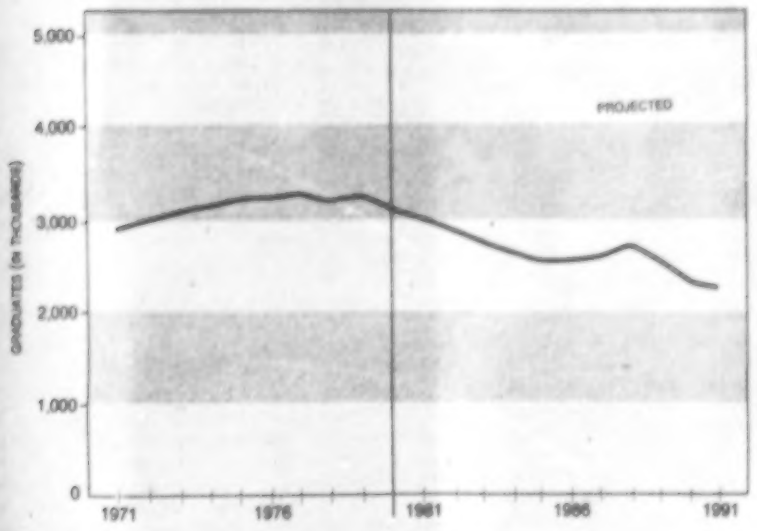
NOTE: Because of rounding, details may not add to totals.

SOURCE: National Center for Education Statistics

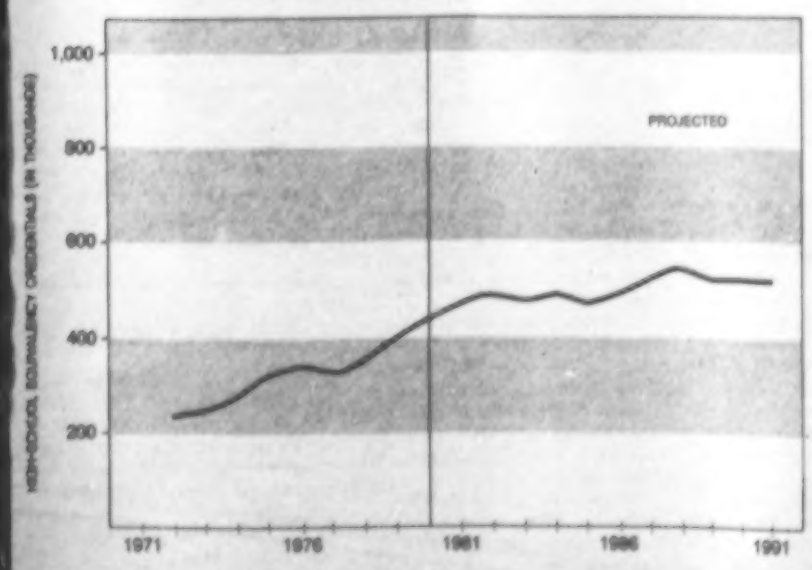
Estimated Demand for Additional Teachers in Regular Elementary and Secondary Schools and Estimated Supply of New Teacher Graduates, 5-Year Totals: 50 States and D.C., Fall 1971 to 1990



High-School Graduates, with Projections: 50 States and D.C., Fall 1970 to 1990



High-School Equivalency Credentials, with Projections: 50 States and D.C., 1972 to 1990



Enrollment Projections Suggest Teacher Shortage in Late 1980's

By Alex Heard

Total enrollment in public and private elementary and secondary schools will rise in the latter part of this decade, possibly resulting in a severe teacher shortage by the late 1980's unless enrollment in teacher-training programs rises, government statisticians suggest.

According to projections contained in a new report from the National Center for Education Statistics (N.C.E.S.), a gradual increase in elementary- and secondary-school enrollments beginning in 1985 will continue into the 1990's, resulting in an enrollment boom that by the turn of the century may surpass the peak levels of the early 1970's.

Enrollment in elementary and secondary schools decreased steadily from a peak of 51.3 million in 1971 to 46.1 million in 1980, the report states. But enrollment will increase again to 46.7 million by 1990, according to N.C.E.S.

The report also cites the longer-range projection of one N.C.E.S. official that enrollments may reach 52.1 million by the year 2000, surpassing the 1970 peak of 51.3 million.

(Last week, the Census Bureau released a report predicting that the number of children aged 5 to 13 will increase from 30.7 million in 1981 to 34.4 million in 1995. The report also predicts that the number of children of secondary-school age will increase from 14.9 million in 1981, following a steady decrease throughout the 1980's, to 15.4 million in the year 2000.)

Information used in the N.C.E.S. report also came from the Bureau of the Census. A full discussion of the report's methodology is available in a separate volume.

The N.C.E.S. projection reflects the growth in the 5-to-17-year-old population that is expected to begin in 1984, following the upswing in the annual birthrate that demographers have noted in the last few years.

Increase in Teachers

The number of classroom teachers increased from 2.29 million in 1970 to 2.49 million in 1977, despite the large enrollment decline that occurred during the same period. Initial enrollment declines often merely relieved overcrowding in schools, the report explains, and at the same time additional teachers were hired to comply with special-education laws enacted in the mid-1970's.

But continuing financial difficulties and enrollment declines eventually reduced the total number of full-time teachers from a high of 2.49 million in 1977 to 2.44 million in 1980, according to N.C.E.S.

That number will reach its lowest point of about 2.38 million in 1984, the report states, but when enrollments begin climbing again in the late 1980's the number of classroom teachers needed will again increase, reaching a projected new record total of 2.64 million in 1990.

The enrollment growth may combine with a falling number of education-school graduates to produce a severe teacher shortage, the report states.

From 1970 to 1980, when there was generally a large oversupply of teachers, the annual supply of new education-school graduates dropped from 284,000 to 159,000.

The report predicts that the teacher supply-and-demand situation will be similar to that experienced between 1965 and 1969, when the demand for new teachers averaged 234,000 per year, while the supply of new teaching graduates averaged 230,000 per year.

In 1980, students majoring in education constituted 17 percent of all those receiving bachelor's degrees. If the proportion of prospective teachers in graduating classes does not increase from that level, according to the report, then the supply of new teachers will average only about 160,000 per year, making new shortages likely.

The report, *Projections of Education Statistics to 1990-1991*, also predicts:

- Increases in the average salaries of teachers. In "real dollars," the report states, teachers' salaries decreased by more than 14 percent during the 1970's, from $20,168 in 1970-1971 to $17,264 in 1980-1981.

As the demand for teachers increases in the 1980's, salaries will rise. By 1990-91, teacher salaries are expected to average about $20,000 in 1980-1981 dollars.

- An increase in total expenditures (in 1980-81 dollars) for all public and private elementary and secondary schools from $117.9 billion in 1980-81 to $138.8 billion in 1990-91. Total expenditures for public elementary and secondary schools (in 1980-81 dollars), should reach $116.4 billion in 1990-1991, up from $96.8 billion in 1980-81, the report says.
- A slight increase in private schools' share of total enrollment, which should increase from the 1980 level of 5.1 million to 5.4 million in 1990. At this level, the report states, private schools will have 11.6 percent of the total enrollment, compared to 11.1 percent in 1980 and 10.5 percent in 1970.
- An increase in public elementary and secondary enrollment from 41 million in 1980 to 41.3 million in 1990. This figure was 45.9 million in 1970, the report states.
- A decrease in the total number of high-school graduates, from 3.1 million in 1979-1980 to 2.4 million in 1990-91, as a result of the 20-percent decrease in the number of 18-year-olds over the decade. All of the decrease in graduation rates will occur in the public schools, according to the report. The number of private-high-school graduates is projected to remain stable at 300,000 per year during this period.

The report notes that the decline in the number of students graduating from high school "has been more than offset" by increasing numbers of students attaining high-school-equivalency credentials. The number of students receiving such credentials increased by 90 percent in the 1970's and should increase by another 23.6 percent, to 560,000 a year, by 1990.

Copies of the report are available for $6 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Order #065-000-00144-6.

Pupil Awarded Damages After 'Klan' Incident

A jury in Vancouver, Wash., has awarded $1,000 to a black student, Anthony Jones, in a suit charging that school officials tolerated racial discrimination by, among other things, allowing white students to wear Ku Klux Klan costumes to a Halloween assembly in 1980-81.

"During the whole school year black students in the school were subjected to racial slurs practically on a daily basis," said Kenneth D. Orcutt, Mr. Jones's attorney.

The jury ruled that the school district could not be held responsible for a fight between Mr. Jones and a white student, saying that Mr. Jones consented to the fight.